

KENTUCKY DEPARTMENT OF EDUCATION GIFTED AND TALENTED COORDINATOR MANUAL



2017-2018

Created in collaboration with the State Advisory Council for Gifted and Talented Education

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Introduction

The purpose of the 2017 Gifted and Talented (GT) Coordinator Manual is to offer assistance and guidance to new GT Coordinators. It is also a tool for offering new ideas to those who have been in the GT program role for many years.

The handbook includes information on three main topics: regulations, timeline and sample forms. When looking at the timeline and forms in this manual, please keep in mind these are suggested documents. They are documents that can be used “as is” or may be changed to suit the needs of the district.

When looking at the timeline, be aware that some districts choose to assess and identify students in 3rd grade to offer services at the beginning of 4th grade. Other districts prefer to wait until 4th grade to assess and identify students. A district may identify at either time as long as services begin in 4th grade.

If your district decides to use a checklist provided in this manual, consider that a student may not exhibit all the characteristics on a particular checklist. The checklists are included to help districts when screening students for an identification category and to assist the Selection and Placement Committee when discussing evidence for identification.

It is important to note that the Individual Learning Plan (ILP) has a Student Survey and Gifted Student Services Plan that can be used. These documents are digital and can be viewed by the parents and students if the appropriate rights are assigned. Since they are in digital format, they can be viewed virtually or in printed form.

If you have questions about what is written in this document, contact the GT State Coordinator at the Kentucky Department of Education. The state coordinator can be of assistance in answering questions about GT programs and offering other resources, such as connecting GT Coordinators with the regional networks/cadres that meet periodically across the state.

Regulations Related to Gifted and Talented Education:

[704 KAR 3:285](#)

Section 1 Definitions:

- (1) **“Acceleration options”** - various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pretesting in content and being excused to go onto higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school and grade-skipping.
- (2) **“Advanced placement and honors courses”** - courses emphasizing college-level content based on College Board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).
- (3) **“Cluster group”** - a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student’s needs, interests and ability.
- (4) **“Collaborative teaching”** - a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher.
- (5) **“Consortium”** - a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.
- (6) **“Consultation services”** - the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.
- (7) **“Counseling services”** - effectively based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socioemotional needs of gifted and talented students.
- (8) **“Creative or divergent thinking ability”** - possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination and solving problems in unique ways.
- (9) **“Diagnosis”** - the evaluation and determination of the appropriate type and level of service options which would meet a given individual child’s interests, needs and abilities.
- (10) **“Differentiated service experiences”** - educational experiences which extend, replace, or supplement learning beyond the standard curriculum.
- (11) **“Differentiation”** - a method through which educators shall establish a specific, well thought-out match between learner characteristics in terms of abilities, interests and needs

and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences.

- (12) **“Disadvantaged”** - operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.
- (13) **“Distance learning”** - learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.
- (14) **“Extracurricular enrichment opportunities”** - differentiated, academically based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.
- (15) **“Formal identification”** - a process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness – intellectual aptitude, specific academic aptitude, creativity, leadership, or visual and performing arts and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.
- (16) **“General intellectual ability”** - possessing:
 - (a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis and evaluation of information; and
 - (b) A consistently outstanding mental capacity as compared to children of one’s age, experience, or environment.
- (17) **“Gifted and talented identification and placement committee”** - a school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options.
- (18) **“Gifted and talented student services plan”** - an educational plan that matches a formally identified gifted student’s interests, needs and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.
- (19) **“High potential learners”** - those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.
- (20) **“Independent study”** - a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

- (21) **“Informal selection”** - a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.
- (22) **“Instructional grouping”** - the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socioemotional needs and interests.
- (23) **“Magnet school”** - a school which is organized around an area of interests, draws students from an entire community and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).
- (24) **“Mentorship”** - specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.
- (25) **“Primary review committee”** - primary teachers, counselors, administrators, gifted education personnel and other appropriate personnel familiar with the child’s potential or demonstrated abilities.
- (26) **“Psychosocial or leadership ability”** - possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability, or vision, to set goals and organize others to successfully reach those goals.
- (27) **“Resource services”** - a service delivery option that:
- (a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;
 - (b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and
 - (c) Is provided in a pullout classroom or other appropriate instructional setting.
- (28) **“Seminars”** - discussion-based sessions on specific topics focusing on advanced content and higher-level process skills.
- (29) **“Special school”** - a specialized school designed to:
- (d) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or
 - (e) Develop specific areas of giftedness such as visual and performing arts.
- (30) **“Specific academic aptitude”** - possessing either potential or demonstrated ability to

perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers.

- (31) **“Talent pool”** - a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.
- (32) **“Travel study options”** - academically based United States and overseas travel which may result in high school or university course credit.
- (33) **“Underachieving”** - the development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.
- (34) **“Visual or performing arts ability”** - possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama.

Section 2. Policies and Procedures.

A local school district shall have in operation and available for public inspection local board approved policies and procedures which address each requirement in this administrative regulation and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors and Talent and Determination of Eligibility for Services.

- (1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:
 - (a) Informal selection and diagnosis in the primary program;
 - (b) Formal identification and continuous diagnosis of a student in grades four (4) through twelve (12); and
 - (c) Provision of multiple service delivery options in primary through grade twelve (12).
- (2) A local school district shall establish a procedure that identifies students displaying gifted and talented behaviors and characteristics as defined in KRS 157.200 and Section 1 of this administrative regulation and allows for determination of eligibility for services based on the student's individual needs, interests and abilities. This procedure shall include a combination of informal measures, formal measures and objective-based eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.
- (3) A local school district shall provide a system for diagnostic screening and identification of

strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children and children with disabilities.

- (4) District identification and diagnosis procedures for appropriate services shall be based upon a balanced multiple criteria approach, continuous and multiple long-term assessment and early identification and diagnosis of strengths, gifted behaviors and talents.
- (5) A local school district shall implement a procedure to obtain parental or guardian permission prior to the administration of an individual test, given as a follow-up to a test routinely administered to all students, used in formal identification and prior to official identification and placement.
- (6) Beginning with the 2001-2002 school year, a local school district shall implement a procedure to obtain information related to the interests, needs and abilities of an identified student from his parent or guardian for use in determining appropriate services. A parent or guardian of an identified student shall be notified annually of services included in his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services.
- (7) In the primary program, formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.
- (8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.
- (9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:
 - (a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;
 - (b) Inventory checklists of behaviors specific to gifted categories;
 - (c) Diagnostic data;
 - (d) Continuous progress data;
 - (e) Anecdotal records;
 - (f) Available formal test data;
 - (g) Parent interview or questionnaire;
 - (h) Primary review committee recommendation;
 - (i) Petition system; and
 - (j) Other valid and reliable documentation.
- (11) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.
- (12) For a student in grades four (4) through twelve (12), a local school district's procedure for identifying and diagnosing gifted and talented behaviors and the level of services needed, shall

include:

(a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;

(b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:

1. A collection of evidence from portfolios demonstrating student performance;
2. Inventory checklists of behaviors specific to gifted categories;
3. Continuous progress data;
4. Anecdotal records;
5. Peer nominations;
6. Formal testing data specific to gifted categories;
7. Parent interview or questionnaire;
8. Primary review committee recommendation for those entering the fourth grade;
9. Self-nomination or petition system;
10. Student awards or critiques of performance or products specific to gifted categories; and
11. Other valid and reliable documentation;

(13) To qualify as a gifted and talented student in grades four (4) through twelve (12), the following criteria shall be met in one (1) of these gifted and talented categories:

(14) General intellectual ability shall be determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:

- a. High performance on additional individual or group intellectual assessment;
- b. Observation of applied advanced reasoning ability; or
- c. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.

(15) Specific academic aptitude shall be determined by composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized normed achievement test. Evidence of specific academic aptitude also may include:

- a. High performance on an additional individual or group test of academic aptitude;
- b. Student awards or critiques of performances;
- c. Off-level testing;
- d. Portfolio of high academic performances; or
- e. Student progress data.

(16) Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration and flexibility of thought. Documented evidence of creative thinking ability also may include:

- a. Creative writing samples;
- b. High scores on tests of creative ability (e.g., Williams or Torrance, etc.);
- c. Behavioral checklists or observations specific to creative behavior; or
- d. Observation of original ideas, products or problem solving.

(17) Leadership or psychosocial abilities shall be determined by a variety of informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization and in a community activity. Evidence of psychosocial or leadership ability also may include:

- a. Sociograms (i.e., questionnaires designed to assess leadership characteristics);
- b. Peer recommendations;
- c. Behavioral checklists or observations specific to leadership behavior;
- d. Portfolio entries which display leadership qualities; or
- e. Offices held by student in extracurricular activities and class government.
- f. Visual and performing arts talent shall be determined through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:

- 1. Awards or critiques of performance; or
- 2. Portfolio of visual or performing arts ability.

Section 4. Procedure for Determining Eligibility for Services.

(1) Identification of gifted characteristics, behaviors and talent shall be based on the following process:

- (a) Data gathering. A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability;
- (b) Data analysis. A district shall develop a system for analyzing student data for the purposes of a comparison of the students under consideration for identification to local or national norms, including those required in this administrative regulation and to district-established criteria of eligibility for each category of giftedness;
- (c) Committee for determination of eligibility and services. A school shall assemble a selection and placement committee which shall have four (4) purposes:
 - 1. To provide feedback on the adequacy of the district's identification and diagnostic procedure;
 - 2. To ensure that a variety of views are heard during the selection and placement process;
 - 3. To determine which students meet identification criteria and which services, at what level, shall be included in each identified student's gifted and talented student services plan; and
 - 4. To help provide communication and support in the schools and community;
- (d) Provision of services. A district shall implement articulated services from primary through grade twelve (12) which provide multiple delivery options matched to diagnosed behaviors, strengths and characteristics of individual students; and
- (e) Petition and appeal for services. A district shall provide a petition system as a safeguard for a student who may have been missed in the identification and diagnosis procedure.
- (f) Exceptions and special considerations for eligibility. School personnel shall take into consideration environmental, cultural and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as:
 - 1. An exceptional child as defined in KRS 157.200;
 - 2. Disadvantaged; or
 - 3. Underachieving.

Section 5. Program Evaluation.

(1) District policies and procedures shall ensure that a program evaluation process shall be conducted on an annual basis and shall address:

- (a) Overall student progress;
- (b) Student, parent and faculty attitudes toward the program;
- (c) Community involvement;
- (d) Cost effectiveness;
- (e) The incorporation of gifted education into the regular school program;
- (f) Overall quality of instruction and program personnel credentials; and
- (g) Future program directions and modifications.

(2) Data collected in the annual program evaluation shall be utilized in the school and district instructional planning process.

(3) Beginning with the 2001-2002 school year, local district policies and procedures shall ensure that the school personnel report to a parent or guardian the progress of his child related to the gifted and talented student services plan at least once each semester.

Section 6. Service Delivery Options.

(1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:

- (a) Are qualitatively differentiated to meet his individual needs;
- (b) Result in educational experiences commensurate with his interests, needs and abilities;
and
- (c) Facilitate the high-level attainment of goals established in KRS 158.6451.

(2) For a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests and abilities of the student.

(3) Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in subsection (5) of this section. A recommendation for a service shall be made on an individual basis.

(4) Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.

(5) There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree as to be consistent with KRS 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include:

- (a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
- (b) Advanced placement and honors courses;
- (c) Collaborative teaching and consultation services;
- (d) Special counseling services;
- (e) Differentiated study experiences for individuals and cluster groups in the regular classroom;
- (f) Distance learning;
- (g) Enrichment services during the school day (not extracurricular);
- (h) Independent study;
- (i) Mentorships;
- (j) Resource services delivered in a pull-out classroom or other appropriate instructional setting;
- (k) Seminars;
- (l) Travel study options; or
- (m) Special schools or self-contained classrooms, grades four (4) through twelve (12) only.

(6) With the exception of an academic competition or optional extracurricular offering, services shall be provided during the regular school hours.

Section 7. Curriculum.

(1) A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics, behaviors and talent shall be based on a district or school's curricula required to meet the goals established in KRS 158.6451.

(2) A school shall differentiate, replace, supplement, or modify curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and to assist students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

Section 8. Personnel.

A local school district shall ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

(1) A teacher shall be appropriately endorsed in gifted education in if the teacher works:

- (a) directly with identified gifted pupils in addition to the regularly assigned teacher; or
- (b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.

(2) All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests and abilities of the students.

Section 9. Budget; Funding.

(1) State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board in 704 KAR 20:280. Seventy-five (75) percent of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services.

(2) A local district budget decision impacting state funds for gifted education after the annual submission of the local district education plan shall be coordinated through the district gifted education coordinator. If the change will cause a major or significant adjustment to the district gifted education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.

(3) A district receiving state gifted education funding shall designate a gifted education coordinator to:

- (a) Oversee the district gifted education operation;
- (b) Serve as liaison between the district and the state;
- (c) Ensure internal compliance with state statutes and administrative regulations; and

- (d) Administer and revise the gifted education program budget.
- (e) State funding to a district shall be contingent upon:
- (f) Employing properly certified personnel to administer and teach in the program;
- (g) The annual submission of a local district gifted education year-end report;
- (h) A summative evaluation of the program and student progress; and
- (i) Complying with this administrative regulation.

Section 10. Procedural Safeguards.

A school district shall establish a **grievance procedure** through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. This districtwide grievance procedure shall address:

- (1) How and by whom, the grievance procedure is initiated;
- (2) The process for determining the need to evaluate or reevaluate the child for appropriate services;
- (3) The criteria for determining if placement of the child needs revision;
- (4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and
- (5) Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator and a counselor in addressing a grievance. (4 Ky.R. 528; eff. 7-5-78; Am. 9 Ky.R. 40; eff. 8-11-82; 17 Ky.R. 111; eff. 9-13-90; 20 Ky.R. 1685; 2350; eff. 3-9-94; 26 Ky.R. 203; 608; eff. 9-1-99.)

Abbreviations associated with Gifted and Talented Education

GT: Gifted and Talented
GIA: General Intellectual Ability
GSSP: Gifted Student Service Plan
IC: Infinite Campus
PTP: Primary Talent Pool
SAA: Specific Academic Aptitude
VPA: Visual and Performing Arts

Infinite Campus Gifted and Talented Codes

01: Creative or Divergent Thinking
02: General Intellectual Ability
03: Psychosocial Leadership Skills
04: Specific Academic Aptitude-Language Arts 05: Specific Academic Aptitude-Math
06: Specific Academic Aptitude-Science
07: Specific Academic Aptitude-Social Studies 08: Visual and Performing Arts-Art
09: Visual and Performing Arts-Dance
10: Visual and Performing Arts-Drama
11: Visual and Performing Arts-Music
12: Primary Talent Pool

Suggested Annual Timeline

*In order to understand why dates are suggested in the timeline, the Gifted Coordinator must understand the Kentucky Department of Education (KDE) [State Gifted and Talented Regulations 704 KAR 3:285 Programs for the gifted and talented](#)

*The sequence and timeframes below will be determined by individual districts.

	Identification & Assessment	KDE Reporting	Communication	Training	Infinite Campus
August	<p>Communicate with parents/ guardians regarding notification of gifted and talented.</p> <p>Collect interests, needs and ability forms from parents/ guardians.</p> <p>Review Primary Talent Pool and formal identification lists and evidences.</p> <p>Screen district student population for all five areas of giftedness.</p> <p>Contact teachers for possible recommendations and referrals for Primary Talent Pool and formal identification.</p> <p>GT Committee meets to review services for GSSP.</p> <p>Provide appropriate teachers with a current list of gifted students and their identified area(s).</p>	<p>If you are a new Coordinator, contact KDE State GT Coordinator to update GT Coordinator contact information for your district.</p>	<p>Review district policies. If changes are needed, board of education approval must be secured</p> <p>Remind attendance clerks/ school level personnel of process to transfer GT records when students transfer to the district.</p> <p>Plan and communicate GT calendar- such as dates, meetings, identification window, assessment and field trips- to district and school leadership</p>	<p>Attend online or face-to-face beginning of year training.</p> <p>Schedule a time with principals to provide training to staff working with GT students.</p>	<p>Contact district Kentucky Student Information System (KSIS) Coordinator/ Infinite Campus (IC) Contact to ensure you have appropriate rights in IC. (See Data standard to get appropriate rights.)</p> <p>Enter any newly identified PTP or gifted students into IC. See the GT data standard to enter these records correctly.</p> <p>Gifted student records for newly identified grade 4 students must be completed at the beginning of grade 4 (not end of grade 3).</p> <p>Make sure the record transfer process has been completed for students new to district from another Kentucky district.</p> <p>Download rosters from each school to ensure that all gifted students are listed.</p>

	Identification & Assessment	KDE Reporting	Communication	Training	Infinite Campus
During 1st Semester	<p>Form district or school level GT Selection and Placement Committee. (See regulation at 704 KAR 3:285 to ensure all appropriate personnel are included.)</p> <p>If identifying students at the end of a school year, wait until the start of the coming school year to enter the data.</p> <p>New students to Kentucky that may have been identified in a prior state (review identification evidences from the other state for evidences which can be used in Kentucky).</p>	<p>If your district has been selected for KDE Consolidated Monitoring, documents will be uploaded for evidence of compliance with GT regulation.</p>	<p>Development of GSSPs for each identified student grades 4-12.</p> <p>If GSSP includes specific courses, review student schedules to ensure students have appropriate placement.</p> <p>If GSSP is generated from ILP, participate in the training module.</p> <p>Work with administrators or teachers to determine service delivery options at the school level.</p> <p>Provide or make accessible GSSPs to teachers serving GT students in the regular classroom.</p> <p>Send home GT progress reports.</p>	<p>Provide training for teachers who are servicing GT students.</p>	
2nd Semester	<p>Screen district student population for all five areas of giftedness.</p>		<p>Create GSSP for all newly identified students.</p>	<p>Complete online end of year training.</p>	<p>Update GT records as needed for transfer students.</p> <p>Transfer in any missing records of students sent from state coordinator.</p> <p>Complete data cleanup protocols.</p>
End of Year	<p>Monitor GT student progress in identified areas.</p> <p>Document evidences of underachievement in identified areas as needed.</p>	<p>Complete data verification process.</p> <p>Complete Summative Evaluation.</p> <p>Complete Program Evaluation.</p>	<p>Send home all GT student progress reports.</p> <p>Consider teacher placements of GT students for next school year.</p>	<p>Submit EILA or Professional Development certificates to the district for the year.</p> <p>Consider teacher placements of GT students for next school year</p>	

Primary Talent Pool Forms and Checklists

Primary Talent Pool Recommendation Form /K-3

Please complete all the information requested.

Student Name:

Grade:

School:

Date:

Person's name making the referral and relationship to student:

Please give specific reasons and examples of talent in this student:

INDICATE YOUR RECOMMENDATION FOR THE APPLICANT (Please check one)

- ☐ Highly recommended
- ☐ Recommended with reservations

Referring Person's Signature

Grade_____Date_____

Primary Talent Pool Parent Recommendation Form

Student name:

Grade:

School:

Date:

Describe Briefly:

Your child's major interests, including hobbies, art activities, music activities, etc.

Your child's reading habits while at home.

Topics or instances that cause a display of intense emotions from your child.

Activities your child enjoys participating in when not at school.

Topics your child is curious about.

Ways that your child sees situations differently than other children in the same age group.

Information on Selection and Services for Primary Talent Pool

PTP (Primary Talent Pool grades K-3)- The Kentucky GT regulation at 704 KAR 3:285 defines the talent pool as "a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program."

High potential learners are students who typically represent the top quartile of the entire student population in terms of degree of demonstrated GT characteristics and behaviors. It is important to cast a wide net to find high potential learners. The PTP could include the top 5 percent in each of the five areas of giftedness.

Students in the PTP receive differentiated services that are matched to their needs, interests and abilities. The Kentucky GT regulation states, "for a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests and abilities of the student."

Selection for PTP Students:

Students in grades K-3 are informally selected for the PTP. Referrals for the PTP can be made by a parent, teacher, other school staff or a student themselves. Selection involves a process of gathering evidence to support potential giftedness and school-level committee meetings to decide on the selection of students.

Students must have at least three pieces of evidence which support their unique gifts and show GT characteristics and behaviors. Appropriate evidences include a collection of evidence (e.g., primary portfolios) demonstrating student performance. Such evidence includes:

- Inventory checklists of behaviors specific to GT categories
- diagnostic data
- continuous progress data
- anecdotal records
- available formal test data
- parent interview or questionnaire
- primary review committee recommendation
- other valid and reliable documentation

Service Delivery Options

- Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district GT education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.
- There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree, to be consistent with [KRS 157.200\(1\)](#). Both grouping for instructional purposes and multiple service delivery options may include:
 - various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum differentiation in one (1) or more subjects from a higher grade level)
 - collaborative teaching and consultation services
 - special counseling services
 - differentiated study experiences for individuals and cluster groups in the regular classroom
 - distance learning
 - enrichment services during the school day (not extracurricular)
 - independent study
 - mentorships
 - resource services delivered in a pull-out classroom or other appropriate instructional setting

Sample Notice of Selection for Primary Talent Pool

Welcome to Primary Talent Pool

Dear Parent/Guardians:

Students placed in the Primary Talent Pool (PTP) receive early enrichment for strengths in one or more of the following areas: general intellectual ability, specific subject aptitude, creativity, leadership and the visual and performing arts. Students who demonstrate potential in any one or more of these areas need experiences which nurture their talent, so they may fully develop their specific strengths.

Students in PTP receive instruction which enriches their day-to-day curriculum and is appropriate for their learning rate and style. Service delivery options may vary by grade, depending on the needs, abilities and interests of students.

PTP students will remain in the program throughout the primary years until the end of the third grade. Beginning in the fourth grade, students will be screened and can be formally identified in five different areas, including general intellectual, specific subject areas, creativity, leadership and the visual and performing arts.

Thank you for your continued support in our effort to provide opportunities for continuous growth in talent areas for our PTP students.

Sincerely,

Student Name:
Birthdate/Age:
Grade:
School:

PRIMARY TALENT POOL PLACEMENT CHECKLIST

Use this form to gather information when referring a student for the Primary Talent Pool (PTP). Mark each box below for which evidence has been collected and included. A minimum of three pieces of evidence are required and must be attached.

Diagnostic Data

Test _____ Score _____

Date of Administration _____

Available Formal Test Data

Test _____ Score _____

Date of Administration _____

Inventory

- ☐ Checklists of Behaviors Specific to GT Learners
- ☐ Anecdotal Records
- ☐ Continuous Progress Data
- ☐ Parent Interview or Questionnaire
- ☐ Primary Review Committee Recommendation
- ☐ Petition System
- ☐ Other Valid and Reliable Documentation

Sample Notice of Exit from Primary Talent Pool Form

Gifted and Talented Department Exit

Primary Talent Pool Form

Grade 3

Date:

Dear Parent / Guardian,

As a high-potential learner, your child has been served in the Primary Talent Pool (PTP). The primary program in the state of Kentucky ends at the end of third grade. PTP students **do not** automatically qualify as GT students once they exit the primary grades and move into the 4th grade. Formal identification, services or both may begin for identified students in the 4th grade.

Kentucky schools formally identify students in 4th -12th grades as GT in the following areas:

- General Intelligence
- Specific Academic Aptitude (Language Arts, Math, Science, Social Studies)
- Leadership
- Creativity
- Visual & Performing Arts (Dance, Music, Drama, Art)

To determine the need for GT identification, your input may be requested during the identification process. Different evidences are collected and reviewed, based upon a child's potential identification area. Once evidence is collected, the district Gifted and Talented Selection and Placement Committee will review information for consideration. The results of that process will indicate if your child meets eligibility requirements as established by state regulations and local school board policy.

If your child meets the requirements, he or she will be formally identified. A GT Student Service Plan will be written and services will begin. If your child does not meet the requirements, you will be notified. Formal identification can occur anytime from grades 4 through grade 12.

Sincerely,

Insert GT Coordinator Name and contact information [here](#).

Early Signs of Giftedness

- Abstract reasoning and problem-solving skills
- Advanced progression through developmental milestones
- Curiosity
- Early and extensive language development
- Early recognition of caretakers (for example, smiling)
- Enjoyment and speed of learning
- Excellent sense of humor
- Extraordinary memory
- High activity level
- Intense reactions to noise, pain or frustration
- Less need for sleep in infancy
- Long attention span
- Sensitivity and compassion
- Perfectionism
- Unusual alertness in infancy
- Vivid imagination (for example, imaginary companions)

General Characteristics of Giftedness

These are typical factors stressed by educational authorities as being indicative of giftedness. It would be **uncommon** for one child to display **all** of the characteristics, but consider children who display multiple characteristics below:

- Shows superior reasoning powers and marked ability to handle ideas; can generalize readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of humanity and the universe.
- Has a wide range of interests, often of an intellectual kind; develops one or more interests to a considerable depth.
- Is markedly superior in quality and quantity of written word, spoken vocabulary or both; is interested in the subtleties of words and their uses.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
- Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- Shows creative ability or imaginative expression in such things as music, art, dance or drama; shows sensitivity and finesse in rhythm, movement and body control.
- Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.
- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise and an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humor.

Other common GT characteristics can be found at:

<https://www.nagc.org/resources-publications/resources/my-child-GT/common-characteristics-GT-individuals>
<https://www.publicschoolreview.com/blog/10-characteristics-of-the-gifted-child>

High Achievers – GT Learners – Creative Thinkers

A High Achiever...	A GT Learner ...	A Creative Thinker ...
Remembers the answers	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answer questions in detail	Ponders with depth and multiple perspectives	Inject new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives	Shares bizarre, sometimes conflicting opinions
Learns with ease	Already knows	Questions: What if....
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need for mastery
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers but often works alone
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Grasps the meaning	Infers and connects concepts	Makes mental leaps: Aha!
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects that will ever be completed
Is receptive	Is intense	Is independent and unconventional
Is accurate and complete	Is original and continually developing	Is original and continually developing
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Absorbs information	Manipulates information	Improvises
Is a technician with expertise in a field	Is an expert who abstracts beyond the field	Is an inventor and idea generator
Memorizes well	Guesses and infers well	Creates and brainstorms well
Is highly alert and observant	Anticipates and relates observations	Is intuitive
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Gets A's	May not be motivated by grades	May not be motivated by grades
Is able	Is intellectual	Is idiosyncratic

Checklists for GT Categories

Student Name:
Birthdate/Age:
School:
Student Grade:

General Intellectual Ability Referral Identification Checklist

Use this form to gather information when referring a student for the Gifted and Talented Program. Mark each box below for which evidence has been collected and included. Starred item is mandatory. Minimum of 3 pieces of evidence are required.

QUANTITATIVE EVIDENCE

*☐ **Intellectual Ability Test**—9th stanine score on a full-scale comprehensive test of intellectual ability.

Test: _____ Score: _____

Date of Administration: _____

Administration Type - circle one: _____ Group or Individual

☐ **Continuous Progress Data**—Indicate form of data and scores:

Source: _____ Score: _____

☐ **High Performance on Additional Individual or Group Intellectual Assessment**—Indicate test given and score:

Test: _____ Score: _____

QUALITATIVE EVIDENCE

- ☐ Collection of Evidence from Portfolios Demonstrating Student Learning
- ☐ Inventory Checklists of Behaviors Specific to GT Learners
- ☐ Anecdotal Records
- ☐ Peer Nominations
- ☐ Parent Interview or Questionnaire
- ☐ Primary Review Committee Recommendation for those entering the 4th Grade
- ☐ Self-Nomination or Petition System
- ☐ Student Awards or Critiques of Performance or Products Specific to GT Categories
- ☐ Observation of Applied Advanced Reasoning Ability
- ☐ Checklist Inventories of Behaviors Specific to Underachieving or Disadvantaged Learners
- ☐ Other Valid and Reliable Documentation

Student Name:
Birthdate/Age:
School:
Student Grade:

Specific Academic Referral Identification Checklist

Use this form to gather information when referring a student for the Gifted and Talented Program. Mark each box below for which evidence has been collected and included. Starred item is mandatory. Minimum of 3 pieces of evidence are required.

Area of Referral (Circle one): Social Studies Math ELA Science

QUANTITATIVE EVIDENCE

*☐ **Composite Score in the 9th Stanine on One or More Subject Test Scores of an Achievement Test**—Indicate test given and score:

Test: _____ Score: _____

Date of Administration: _____

☐ **High Performance on Additional Individual or Group Test of Academic Aptitude**

Indicate test given and score:

Test: _____ Score: _____

☐ **Continuous Progress Data**—Indicate form of data and scores:

Source: _____ Score: _____

☐ **Off-Level Testing**—Indicate test given and score:

Test: _____ Score: _____

QUALITATIVE EVIDENCE

☐ A Collection of Evidence from Portfolios Demonstrating Student Learning, High Academic Performance or Both

☐ Inventory Checklists of Behaviors Specific to GT Learners

☐ Anecdotal Records

☐ Peer Nominations

☐ Parent Interview or Questionnaire

☐ Primary Review Committee Recommendation for Those Entering the 4th Grade

☐ Self-Nomination or Petition System

☐ Student Awards or Critiques of Performance or Products Specific to GT Categories

☐ Checklist Inventories of Behaviors Specific to Underachieving or Disadvantaged Learners

☐ Other Valid and Reliable Documentation

Student Name:
Birthdate/Age:
School:
Student Grade:

Leadership Referral Identification Checklist

Use this form to gather information when referring a student for the Gifted and Talented Program. Mark each box below for which evidence has been collected and included. Starred item is mandatory. Minimum of 3 pieces of evidence are required.

- ☐ Documentation of the Willingness of a Student to Assume Leadership Roles in Class, in a Student Organization and in a Community Activity
- ☐ Sociograms (questionnaires designed to assess leadership characteristics)
- ☐ Behavioral Checklists or Observations Specific to Leadership Behavior held by Student in Extracurricular Activities and Class Government
- ☐ A Collection of Evidence from Portfolios Displaying Leadership Qualities
- ☐ Inventory Checklists of Behaviors Specific to GT Learners
- ☐ Anecdotal Records
- ☐ Peer Nominations/Recommendations
- ☐ Parent Interview or Questionnaire
- ☐ Primary Review Committee Recommendation for those Entering the 4th Grade
- ☐ Self-Nomination or Petition System
- ☐ Student Awards or Critiques of Performance or Products Specific to GT Categories
- ☐ Checklist Inventories of Behaviors Specific to Underachieving or Disadvantaged Learners
- ☐ Other Valid and Reliable Documentation

Student Name:
Birthdate/Age:
School:
Student Grade:

Creativity Referral Identification Checklist

Use this form to gather information when referring a student for Gifted and Talented Education. Consult nomination procedures. Use and attach district-approved forms in data collection; mark each box below for which evidence has been collected and included. Minimum of three pieces of evidence are required.

High Scores on Tests of Creative Ability—Indicate test given and score:

Test: _____ Score: _____ Date of Administration: _____

- ☐ Creative Writing Samples
- ☐ Behavioral Checklists or Observations Specific to Creative Behavior
- ☐ Observation of Original Ideas, Products or Problem-Solving
- ☐ A Collection of Evidence from Portfolios Demonstrating Creativity
- ☐ Inventory Checklists of Behaviors Specific to GT Learners
- ☐ Anecdotal Records
- ☐ Peer Nominations
- ☐ Parent Interview or Questionnaire
- ☐ Primary Review Committee Recommendation for those Entering the 4th Grade
- ☐ Self-Nomination or Petition System
- ☐ Student Awards or Critiques of Performance or Products Specific to GT Categories
- ☐ Checklist Inventories of Behaviors Specific to Underachieving or Disadvantaged Learners
- ☐ Other Valid and Reliable Documentation

Student Name:
Birthdate/Age:
School:
Student Grade:

Visual and Performing Arts Referral Identification Checklist

Use this form to gather information when referring a student for the Gifted and Talented services. Consult nomination procedures. Use and attach district-approved forms in data collection; mark each box below for which evidence has been collected and included. Minimum of 3 pieces of evidence are required.

Evidence of performance (evaluated by specialists or professional artists), which may include:

- ☐ Auditions
- ☐ Letters of Recommendation
- ☐ Product/Portfolio Assessment
- ☐ Inventory Checklists of Behaviors Specific to Visual and Performing Arts
- ☐ Anecdotal Records
- ☐ Continuous Progress Data
- ☐ Peer Nominations
- ☐ Parent Interview or Questionnaire
- ☐ Primary Review Committee Recommendation for those Entering the 4th Grade
- ☐ Self-Nomination or Petition System
- ☐ Student Awards or Critiques of Performance or Products Specific to Visual and Performing Arts
- ☐ Checklist Inventories of Behaviors Specific to Underachieving or Disadvantaged Learners
- ☐ Other Valid and Reliable Documentation

Creativity Referral Form
Grades 4-12

Student Name:

School:

Grade:

Person completing referral:

Relationship to student:

Indicate your level of recommendation for this student: (Check one)

- Highly recommend
- Recommend
- Recommend with reservation
- Do not recommend

1. Creative writing samples;

2. High scores on tests of creative ability (e.g., Williams or Torrance);

3. Behavioral checklists or observations specific to creative behavior; or

4. Observation of original ideas, products or problem solving.

5. Creativity/Divergent Thinking Ability Checklist: Must be completed for recommended students.

- ☐ Fluency – many ideas
- ☐ Flexibility – able to change ideas.
- ☐ Elaboration – able to add to their ideas.
- ☐ Originality – has ideas no one else may have thought of.
- ☐ Alert and curious - constantly asking questions about everything and anything.
- ☐ May be bored with routine tasks.
- ☐ Imaginative – has a strong sense of fantasy.
- ☐ May daydream at times.
- ☐ May be uninhibited in expressions or opinions, is sometimes radical/tenacious.
- ☐ High-risk taker, adventurous, speculative.
- ☐ High energy level which may at times cause student to get in trouble.
- ☐ Sense of humor. Sees humor in situations others do not see.
- ☐ Has low interest for providing details.
- ☐ May not read rules or may question the rules.
- ☐ Enjoys spontaneous activities.
- ☐ Appears reflective or idealistic

Anecdotal Evidences:

Please describe the creative strengths this child has demonstrated compared to peers:

Describe opportunities provided in the classroom or other environments to challenge motivate or further develop these creative strengths:

Does this child have any special considerations that may mask his/her GT abilities in creativity? (Check all that apply.)

- ☐ Cultural
- ☐ Linguistic
- ☐ Minority

- ☐ Disadvantaged
- ☐ Underachieving
- ☐ Special Needs

Leadership Referral Form:

Grades 4-12

Student Name:

School:

Grade:

Person completing referral:

Relationship to student:

Indicate your level of recommendation for this student: (Check one)

- Highly recommend
- Recommend
- Recommend with reservation
- Do not recommend

"Psychosocial or leadership ability" - possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise; effective oral and written expression; managerial ability and the ability or vision to set goals and organize others to successfully reach those goals.

Leadership Checklist: Must be completed for recommended students

- ☐ Influences others to work toward desirable/undesirable goals
- ☐ Looked to by others when something must be decided
- ☐ Tends to dominate peers or situations
- ☐ Initiates activities that involve peers
- ☐ Transmits his/her enthusiasm for a task to others
- ☐ Judges the abilities of others and finds a place for them in a group setting
- ☐ May appear "bossy" at times
- ☐ Interacts easily with both peers and adults
- ☐ Sought out by other students for play/activities
- ☐ Appears to have a deep sense of justice and fair play
- ☐ Can be counted on to do what he/she promised
- ☐ Is sensitive to feelings of others or to situations
- ☐ May correct others seen as doing the wrong thing
- ☐ May be frustrated by lack of organization or progress
- ☐ Makes things happen
- ☐ Is often the captain of teams
- ☐ Self-confident with others and comfortable about sharing strengths
- ☐ Cooperative with others
- ☐ Communicates effectively
- ☐ Can easily adapt to new environments

Anecdotal Evidences:

Please describe the leadership strengths that this child has demonstrated compared to peers:

Describe opportunities provided in the classroom or other environment to challenge, motivate, or further develop these leadership strengths.

Describe opportunities provided in the classroom or other environment to challenge, motivate, or further develop these cognitive strengths.

Does this child have any special considerations that may mask his/her GT abilities? (Check all that apply.)

- ☐ Cultural
- ☐ Linguistic
- ☐ Minority

- ☐ Disadvantaged
- ☐ Underachieving
- ☐ Special Needs

General Intellectual Ability Form:
Grades 4-12

Date: [Click here to enter text.](#)

Student Name:

School:

Grade:

Person completing referral:

Relationship to student:

Indicate your level of recommendation for this student: (Check one)

- ☐ Highly recommend
- ☐ Recommend
- ☐ Recommend with reservation
- ☐ Do not recommend

“GIA Checklist: The following are characteristics that may be demonstrated by students specific to this area of identification. Not all characteristics must be exhibited by the student.

- ☐ Sees connections/recognizes patterns. May want to know how the subject matter being taught “fits in”
- ☐ Asks many probing questions, sometimes to the point of driving others “up the wall”
- ☐ Appears to have a deep sense of justice. May correct others seen as wrong.
- ☐ Able to work one or two years above others in age group
- ☐ Widely read or likes to read. May prefer to read rather than be with others.
- ☐ Seems to know many things that have not been taught
- ☐ Has a large vocabulary but may choose when to display it
- ☐ Benefits from rapid rate of presentation
- ☐ May refuse to do work seen as “busy work”
- ☐ Displays intensity for learning. Preoccupied and hard to move on to a new area
- ☐ Prefers a few close friends to many friends
- ☐ Likes to observe before trying new activities
- ☐ Thinks through ideas before sharing with others
- ☐ Knowledgeable about things other peers may not be aware of
- ☐ Prefers to work independently with little direction
- ☐ May resist being leader of a group
- ☐ Displays abstract thinking
- ☐ Requires time to think before responding
- ☐ High energy level – physical, intellectual and psychological
- ☐ May have discrepancies between physical, social and intellectual development

Anecdotal Evidences:

Please describe the intellectual strengths that this child has demonstrated compared to peers:

Describe opportunities provided in the classroom or other environment to challenge, motivate or further develop these cognitive strengths.

Does this child have any special considerations that may mask his/her GT abilities? (Check all that apply.)

- ☐ Cultural
- ☐ Linguistic
- ☐ Minority

- ☐ Disadvantaged
- ☐ Underachieving
- ☐ Special Needs

Explain any items selected above:

Enter text here.

Specific Academic Aptitude Form:
Grades 4-12

Date: [Click here to enter text.](#)

Student Name:

School:

Grade:

Person completing referral:

Relationship to student:

Indicate the specific academic aptitude area(s) for which this referral is being made:

- ☐ Language Arts
- ☐ Math
- ☐ Science
- ☐ Social Studies

Indicate your level of recommendation for this student: (Check one)

- ☐ Highly recommend
- ☐ Recommend
- ☐ Recommended with reservation
- ☐ Do not recommend

Language Arts Checklist:

- ☐ Is an avid reader
- ☐ Has a large, advanced and rich vocabulary
- ☐ Expresses feelings of characters to make them seem real
- ☐ Writes more than other students
- ☐ Writes for fun
- ☐ Introduces, develops and concludes a story interestingly and elaborately
- ☐ Enjoys composing poems, original stories, plays or keeping a journal
- ☐ Exhibits great desire to excel
- ☐ Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
- ☐ Prefers to work individually
- ☐ Is eager to complete tasks
- ☐ Is inquisitive
- ☐ Is very alert and supplies rapid answers
- ☐ Enjoys talking to experts in this subject

Math Checklist:

- ☐ Gets correct answer, but may find it difficult to explain the process
- ☐ Invents new, obscure systems and codes
- ☐ Reasons effectively - likes logic problems and puzzles
- ☐ Grasps the abstract nature of mathematics easily
- ☐ Enjoys trying to solve difficult problems

- ☐ Likes to solve problems through discovery
- ☐ Is intuitive, with the ability to do deductive and inductive reasoning
- ☐ Exhibits a great desire to excel in math, as a mathematician or in a math-related field
- ☐ Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
- ☐ Prefers to work individually
- ☐ Is eager to complete tasks
- ☐ Is inquisitive
- ☐ Is very alert and supplies rapid answers in math
- ☐ Enjoys talking with experts in this subject

Science Checklist:

- ☐ Interested in science books/ science programs on TV (Discovery Channel, The Learning Channel, National Geographic, etc.)
- ☐ Has science-related hobbies or collections
- ☐ Likes gadgets
- ☐ Learns science concepts quickly
- ☐ Curious about natural relationships and wants to understand how things work
- ☐ Exhibits good questions or ideas for experiments
- ☐ Is persistent; sticks with investigations despite difficulties
- ☐ Exhibits a great desire to be a scientist
- ☐ Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
- ☐ Prefers to work individually
- ☐ Enjoys science museums
- ☐ Is inquisitive
- ☐ Is very alert and supplies rapid answers in science
- ☐ Enjoys talking with experts in this subject

Social Studies Checklist:

- ☐ Sensitive to social issues, concerned with moral and ethical questions.
- ☐ Knowledgeable about current events
- ☐ Reads or watches TV programs dealing with global awareness (Discovery Channel, The Learning Channel, The History Channel, etc.)
- ☐ Shows interest in learning a foreign language
- ☐ High interest in global issues of environment, endangered species, etc.
- ☐ Enjoys learning about past, present and future
- ☐ Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
- ☐ Prefers to work individually
- ☐ Is eager to complete tasks
- ☐ Is inquisitive
- ☐ Is very alert and supplies rapid answers in social studies
- ☐ Understands cause and effect
- ☐ Can apply knowledge to a variety of social studies-related issues
- ☐ Enjoys talking with experts in this subject

Anecdotal Evidences pertaining to the area(s) of referral:

Please describe the academic strengths that this child has demonstrated compared to peers:

Describe opportunities provided in the classroom or other environments to challenge, motivate or further develop these academic strengths.

Does this child have any special considerations that may mask his/her GT abilities? (Check all that apply.)

☐ Cultural

☐ Linguistic

☐ Minority

☐ Disadvantaged

☐ Underachieving

☐ Special Needs

Explain any items selected above:

Visual and Performing Arts Referral Form:

Grades 4-12

Date: [Click here to enter text.](#)

Student Name:

School:

Grade:

Person completing referral:

Relationship to student:

Indicate your level of recommendation for this student: (Check one)

- ☐ Highly recommend
- ☐ Recommend
- ☐ Recommend with reservation
- ☐ Do not recommend

Art Checklist

- ☐ May be asked by others to do art work
- ☐ Understands and comments on color, shapes and structure of things
- ☐ Enjoys and appreciates or may be critical of own art work and work of others
- ☐ Takes pride in doing things well
- ☐ Uses art to express feelings and experiences
- ☐ Consistently does outstanding art work
- ☐ Has ability to solve problems that occur during the use of various materials
- ☐ Enjoys discussing a variety of art
- ☐ Masters basic art skills quickly and easily
- ☐ Shows feeling and expressiveness in art pieces
- ☐ Concentrates on art projects for long periods
- ☐ Enjoys tasks which involve seeing, visualizing or manipulating lines and objects
- ☐ Demonstrates elaboration in art work
- ☐ Willing to experiment and try new combinations of art media
- ☐ Enjoys open-ended art activities
- ☐ Has an appreciation of the beauty and value of fine art and functional or applied art

Dance checklist

- ☐ Uses body as an instrument of expression
- ☐ Dances or moves to music frequently; encourages others
- ☐ Uses movement to recreate an emotion or environment
- ☐ Able to think of many ways of solving movement problems
- ☐ Displays grace and fluidity of movement
- ☐ Successful in performing before an audience
- ☐ Quickly learns choreographed movements
- ☐ Can change direction, level and focus of movement
- ☐ Masters basic dance skills quickly and easily
- ☐ Improvises to music

- ☐ Has awareness of line and the design of body in space
- ☐ Appears to feel the rhythm of music
- ☐ Enjoys observing different styles of dance
- ☐ Communicates to others through his/her dance
- ☐ Deals effectively with own center for gravity
- ☐ Demonstrates original talent by choreographing movements for others

Drama Checklist

- ☐ Eager to perform in classroom plays or skits
- ☐ Effectively uses voice, gestures and facial expressions to communicate feelings while reading scripts or performing
- ☐ Commands and holds the attention of a group when speaking
- ☐ Able to evoke emotional responses from audience by making them laugh, frown, feel tense, etc.
- ☐ Is able to mimic the way people speak, talk, gesture
- ☐ Shifts readily into the role of another character
- ☐ Has imagination with a strong sense of fantasy
- ☐ Uses voice to reflect changes in mood
- ☐ Demonstrates interest in dramatic activities
- ☐ Seems to pick up skills in drama without instruction
- ☐ Sees different ways to portray a character when reading a script
- ☐ Has a sense of humor and sees humor in situations others do not see
- ☐ Notices the small details in a play
- ☐ Has the ability to create original plays, skits, etc.
- ☐ Has the ability to transform his/her personality into a role of another character, animal or object
- ☐ Has natural talent to quickly assume a role

Music Checklist

- ☐ Perceives the fine differences in sound
- ☐ Easily remembers melodies and can reproduce them accurately
- ☐ Sensitive to rhythm
- ☐ Sustains interest in musical activities
- ☐ Expresses feelings or emotions through musical performance
- ☐ Makes up original tunes, writes lyrics or both
- ☐ Has the ability to adapt from one instrument to another or from one voice part to another
- ☐ Has basic understanding of the background of music
- ☐ Identifies short rhythmic patterns as similar or different
- ☐ Has ability to show improvisation
- ☐ Sings on pitch
- ☐ Is able to discuss musical concepts at a high degree of understanding
- ☐ Is interested in musical instruments
- ☐ Enjoys various musical performances
- ☐ Plays or would like to play a musical instrument
- ☐ Takes private lessons to enhance natural ability

Anecdotal Evidences:

Please describe the strengths that this child has demonstrated compared to peers:

Does this child have any special considerations that may mask his/her GT abilities? (Check all that apply.)

- ☐ Cultural
- ☐ Underachieving
- ☐ Special Needs
- ☐ Disadvantaged
- ☐ Linguistic
- ☐ Minority

Explain any items selected above:

List awards (if applicable):

Gifted and Talented Identification Placement Committee Form

Name of student in referral:

Date of committee review:

Area of referral:

Action by committee:

☐ Recommended for GT identification (See ID checklist form)

☐ Not recommended for GT identification at this time for the following reason(s):

Member and Role _____ Date _____

Member and Role _____ Date _____

Member and Role _____ Date _____

Member and Role _____ Date _____

Member and Role _____ Date _____

Member and Role _____ Date _____

Member and Role _____ Date _____

Member and Role _____ Date _____

Sample Notice of Identification Grades 4-12

Dear Parent/Guardian:

According to criteria established by the local school district in compliance with Kentucky Department of Education regulations, students who possess demonstrated or potential high levels of achievement in an area(s) of giftedness are eligible to receive Gifted and Talented (GT) services.

Your child meets the established criteria for GT placement in the following area(s):

Students participating in the GT Program will receive appropriately differentiated educational experiences as defined by a GT Student Service Plan (GSSP) designed annually to ensure services are provided. The GSSP will be completed at the beginning of the school year. You will be contacted with more information and a request for your input regarding your child's interests, needs and abilities. In the future, you will receive notification of your child's GSSP and two progress reports annually.

In addition to opportunities offered for GT students in their schools and classrooms, your child will receive district-level services. The school's GT Coordinator is available to assist you if you have any questions.

Services that may be offered:

- various acceleration options (e.g., early exit from primary, grade skipping, differentiation of content and curriculum in one (1) or more subjects from a higher grade level)
- advanced placement and honors courses
- collaborative teaching and consultation services
- special counseling services
- differentiated study experiences for individuals and cluster groups in the regular classroom
- distance learning
- enrichment services during the school day
- independent study
- mentorships
- resource services delivered in a pull-out classroom or other appropriate instructional setting
- seminars
- travel study options
- special schools or self-contained classrooms, grades four (4) through twelve (12) only

Sincerely,

Procedural Safeguards and Grievances

Parents, students or both (Grades P-12) may petition for identification or may appeal nonidentification or appropriateness of services.

1. The appealing party shall submit in writing to the GT Coordinator the specific reason s/he believes the screening results are not accurate, or talent pool services or service options in the Gifted Student Services Plan (GSSP) are not appropriate and why an exception should be made for this students.
2. The GT Coordinator shall compile student data and present it along with the petition or appeal to the GT Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The committee shall hear appeals, make a recommendation and respond in writing to the appealing party within 10 working days of receipt of the appeal and accompanying information. If the appeal concerns the non-availability of appropriate service options, the committee shall consult with the school council.
4. If the committee rules in favor of the parent/student, the following options shall apply as appropriate:
 - a. She/he may participate in the program as soon as the parent or guardian signs the required permission form.
 - b. A change in either the services and GSSP or provision of services shall be made in a timely manner.
5. If the committee rules against the parent/student, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
6. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the school board, which will have the final decision in the case. The board shall make a determination at the next regular meeting following receipt of the appeal.

Sample Notice of Not Identified

Click here to enter text. PUBLIC SCHOOLS

Gifted and Talented Department

Grades 4-12

Date

Dear Parent/Guardian:

The selection and placement committee for determination of eligibility and services has met to determine if your child qualifies for Gifted and Talented (GT) services. Selection for GT services was based on the review of formal and informal assessments listed in Kentucky's regulation at 704 KAR 3:285. Even though your child has demonstrated strengths in the category assessed, your child is not eligible for GT services at this time.

Your child will continue to receive support, challenges and a wide range of experiences that will maximize learning while enrolled in our district. The district's GT coordinator is available to answer any questions you may have regarding this decision.

If you wish to appeal, the appeal procedures are enclosed.

If we can be of further assistance, please let us know.

Sincerely,

GT Coordinator

Enclosure: Grievance Procedure

Sample Parent Interest Needs and Abilities Survey

Student's Name:

Parent/Guardian:

Parent E-mail address:

School:

Grade:

Date:

What are your child's strengths?

What types of things or situations frustrate your child?

What things might be helpful to know about your child that may not be easily seen at school?

If there are recent, significant changes in your child's home life or daily routine that might affect his or her performance in the classroom, please describe them:

If there are academic/social/career concerns you have about your child, please elaborate:

If there are other things you wish to express about your child, please do so:

Sample Student Interest Needs and Abilities Evidence Form

Student Name

Grade:

School:

Date:

Students: As you answer the questions below, think of the answer as it relates to school, but also how you'd answer the questions about yourself in other locations, such as at home or in social settings. The information on this survey will be used to help us plan things at school to make it more relevant for you. The more we know about you, the more opportunities we can provide that fit your specific needs.

What are your interests, strengths and talents?

How do you feel about school? Please tell us how you really feel.

What things or situations frustrate you?

Think about how you learn **best**. Circle any of the methods listed here that are your **preferred** ways of learning:

group work	listening	working alone
discussions/debates presentations	doing projects	research
performing/movement	using technology	when things are hands-on
watching	writing	other:

Give some thought to goals (again, not only for school, but personally, too).

- What are your personal goals?
- What do you hope to accomplish in school?
- What are your future goals (for example: where you'd like to go to college or what kind of career you hope to have someday)?

GT and Talented Peer or Self Nomination

Please complete all the information requested.

Name Of Student Being
Referred:

Grade:

Name Of Student
Making Referral:

School:

Person making the referral is: (please check one)

- ☐ Peer
- ☐ Self

Please check the area(s) in which the student is being referred.

- ☐ General Intellectual
- ☐ Specific Academics:
- ☐ Language Arts
- ☐ Math
- ☐ Science
- ☐ Social Studies
- ☐ Creativity
- ☐ Leadership
- ☐ Visual/Performing Arts
 - ☐ Drama
 - ☐ Dance

- ☐ Art
- ☐ Music

Please give specific reasons you believe this student is GT and talented:

Referring Person's Signature _____ *Grade* _____ *Date* _____

Sample GT Student Service Plan (GSSP)

School year
Student's name

School

Grade

The purpose of the Gifted Student Services Plan (GSSP) is to match the Gifted and Talented (GT) student's interests, needs and abilities to appropriate learning activities. The district GT Selection and Placement Committee will determine steps for developing and implementing the student plan.

Parents are encouraged to give input for the development of the plan. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify student strengths and to provide appropriately challenging educational opportunities. A report of your child's progress as identified in the GSSP will be given to you each semester (twice a year).

Based on formal and informal evidence this student qualifies for services in the following area(s):

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> General Intellectual Ability | <input type="checkbox"/> Specific Academic Aptitude | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Language Arts | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Vocal Music |
| <input type="checkbox"/> Instrumental Music | <input type="checkbox"/> Dance | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Art | | |

Multiple service options (listed below) with no single service option existing alone will be provided. Services to ensure continuous progress for this school year shall include:

- | | | |
|---|-----------------------------|--|
| • Various Acceleration Options | • Subject Area Higher Grade | • Special Counseling Services |
| • Differentiated Study Experiences | • Cluster Groups | • Resource Services |
| • Special Schools (4-12) | • Independent Study | • Other Online Courses |
| • Early Exit - Primary | • Dual Enrollment Courses | • Advanced Placement/Honors Classes |
| • Self-Contained Classrooms (4-12) | • Mentorships | • Pullout Setting |
| • Grade Skipping | • Dual Credit Courses | • Collaborative Teaching/Consultation Services |
| • Individual Study | • Distance Learning | • Appropriate Instructional Setting |
| • Enrichment Services (during the School Day) | • Seminars | • Consortium |
| | • Early Exit-High School | |
| | • Travel Study Options | |
| | • Video Courses | |

Parent or Teacher Comments related to services:

Documentation as evidenced by: Assessment Lesson Plans Student Work Syllabus

**If you have any concerns about the services or identifications identified on this report, please contact the district GT Coordinator.*

SAMPLE PROGRESS REPORT DOCUMENT

GT and Talented Educational Services

Student Progress Report

Student: _____

Grade Level: _____

School: _____

Semester: 1st 2nd

Students are evaluated according to the following scale:

- 3 = The student *usually* exhibits this trait in class.
- 2 = The student *sometimes* exhibits this trait in class.
- 1 = The student *seldom* exhibits this trait in class

	Rating:	Comments:
Task Commitment/Persistence Student follows through with assignments, completing/turning them in by due dates. Student is able to self-evaluate and prioritize goals.		
Organization The student keeps track of his/her personal things in a way that helps him/her come to class prepared to participate to the best of his/her ability.		
Level of Contribution Student adds depth to discussions and is involved in classroom community.		
Achievement Student is performing at a level commensurate with his/her ability level.		
Peer Relations Student is respected and gives respect to classmates; the student has appropriate social interactions with peers.		
Adult/Authority Figure Relations Student respectfully communicates and interacts with those in positions of authority.		
Academic Risk-Taking Student takes advantage of opportunities to stretch him/herself; The student is willing to go above the status quo.		
Perfectionism Student has a healthy or balanced sense of his/her own abilities and expectations that enhance his/her productivity.		
Update on implementation of service options outlined in student's GSSP:		

Teacher: _____

Date: _____

Subject/Grade Level: _____

Sample Decline of Services Document

Insert name of district

Student Name:

Student School:

Student Grade:

Once identified as Gifted and Talented in Kentucky, students retain this status until graduation. However, parents/guardians may choose for their child **not** to receive services.

Currently, your child has indicated he/she would like to decline GT services this year. Please discuss this decision and return this form to your student's teacher/school.

Area(s) of Identification for which decline of services is requested:

General Intellectual Ability

Specific Academic Ability (specify:_____)

Creativity

Leadership

Visual and Performing Arts (specify:_____)

All areas if multiple identification exists

My signature below indicates my request for decline of services as outlined above. I am requesting this for the following reason(s):

This request will be valid for the current school year. Parents/guardians who decline services will be notified at the beginning of the next school year about reinstating services.

Parent Signature: _____ **Date:** _____

Gifted and Talented Assessment Considerations

Testing Best Practices:

- Ensure the assessment administered matches the area being tested. For example, do not administer an academic test to identify for general intelligence.
- Ensure the assessment administered is the appropriate grade/age level for the student(s) tested.
- Ensure the appropriate administration manual is adhered to, if hand scoring.
- Ensure selected assessments are culturally unbiased.
- Ensure trained personnel administer appropriate assessments.
- Ensure the assessment being administered is the latest version of the test/norms.
- Ensure appropriate assessments are administered for screening purposes and identification purposes, i.e., do assessments provide composite scores as per regulations for formal identification?

Following is a categorical listing of some commonly used testing instruments to assess ability or screen for potential giftedness.

Commonly Used Assessments for General Intelligence

GT Regulation: General intellectual ability shall be determined by a student score within the ninth stanine on a full scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:

1. High performance on additional individual or group intellectual assessment;
 2. Observation of applied advanced reasoning ability; or
 3. Checklist inventories of behaviors specific to underachieving or disadvantaged GT learners.
- Cognitive Abilities Test® (CogAT)
Group administered test battery to assess ability in reasoning and problem solving. Grades K-12.
Riverside Publishing www.riverpub.com
 - In View
An assessment of cognitive abilities that includes verbal reasoning, sequences, analogies and quantitative reasoning. Provides academic ability scores and test scores for placement decisions in GT and other programs. Grades 2-12
CTB McGraw-Hill www.ctb.com
 - Kaufman Assessment Battery for Children, Second Edition (KABC-II)
A culturally fair, individually administered measure of processing and cognitive ability.
Ages 3 to 18
Pearson Assessments www.pearsonassessments.com/
 - Kaufman Brief Intelligence Test, Second Edition (KBIT-2)

A recently revised, individually administered, quick measure of verbal and nonverbal cognitive ability. Ages 4 to 90

Pearson Assessments www.pearsonassessments.com/

- Naglieri Nonverbal Ability Test (NNAT)
Nonverbal group measure of reasoning and problem solving. Grades K to 12
Harcourt Assessment, Inc. www.harcourtassessment.com
- Otis-Lennon School Abilities Test, 8th edition (OLSAT) Measures abstract thinking and reasoning ability. Grades K-12
Harcourt Assessment, Inc. www.harcourtassessment.com
- Stanford-Binet Intelligence Scales – 5th Edition (SB5)
A widely used individual intelligence test assessing cognitive abilities and development. The final composite score is viewed as a “global” measurement of cognitive ability. Ages 2-85+
Western Psychological Services & Riverside Publishing
www.assess.nelson.com/test-ind/stan-b5.html
www.riverpub.com
<http://www.hmhco.com/hmh-assessments/other-clinical-assessments/stanford-binet>
- Wechsler Intelligence Scale for Children (WISC-IV) Assesses the cognitive ability of children.
Ages 6 to 16 and 11 months
Harcourt Assessment Inc. www.harcourtassessment.com
- Woodcock Johnson III
Contains two distinct, co-normed batteries that measure general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language and academic achievement Ages 2 to 90+
Riverside Publishing www.riverpub.com

Commonly Used Assessments for Specific Academic Aptitude

GT Regulation: Specific academic aptitude shall be determined by composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized normed achievement test. Evidence of specific academic aptitude also may include:

1. High performance on an additional individual or group test of academic aptitude;
 2. Student awards or critiques of performances;
 3. Off-level testing;
 4. Portfolio of high academic performances; or
 5. Student progress data.
- Group Reading Assessment and Diagnostic Evaluation (GRADE) Reading assessment, including: Percentile ranks, standard scores, grade equivalents, stanines.
Age Range: Pre-kindergarten through adult
Pearson Learning <http://www.pearsonlearning.com/grade/index.cfm>
 - Group Mathematics Assessment and Diagnostic Evaluation (G•MADE)
Math assessment including: Stanines, percentiles, grade and age equivalents, standard scores. Age Range: Kindergarten through adult
Pearson Learning <http://www.pearsonlearning.com/gmade/index.cfm>
 - Iowa Tests of Basic Skills® (ITBS®) Forms A and B
Group administered achievement test battery. Co-normed with the *Iowa Tests of Educational Development*® and the *Cognitive Abilities Test*™ and web-based reporting.
Grades: K-8 (Levels 5-14)
Riverside Publishing www.riverpub.com/products/itbs/index.html
 - Measures of Academic Progress (MAP)
State-aligned, norm-referenced achievement tests that give a percentile score.
MAP tests are available in these areas: Mathematics, Reading, Language Usage, & Science.
<http://www.nwea.org/assessments/map.asp>
 - TerraNova CTBS
CTBS Multiple assessments that assess Reading/Language Arts, Math, Science and Social Studies. Grades: 1-12
CTB McGraw-Hill www.ctb.com
 - The ACT®
The ACT® test is a nationally administered, standardized test that helps colleges evaluate candidates. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, Mathematics, Reading and Science. Grades: 6-12
www.act.org

- The SAT[®] Reasoning Test
The SAT[®] is a standardized measure of a student's college readiness, measuring critical reading, writing and mathematical reasoning skills. Grades: 6-12
www.collegeboard.com
- Woodcock Johnson III
Contains two distinct, co-normed batteries that measure general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language and academic achievement. Ages 2 to 90+
Riverside Publishing www.riverpub.com

Commonly Used Assessments for Leadership

GT Regulation: Leadership or psychosocial abilities shall be determined by a variety of informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization and in a community activity. Evidence of psychosocial or leadership ability also may include:

1. sociograms (questionnaires designed to assess leadership characteristics)
2. peer recommendations
3. behavioral checklists or observations specific to leadership behavior
4. portfolio entries which display leadership qualities
5. offices held by student in extracurricular activities and class government

Roets, Lois (1986). *Leadership a Skills Training Program*, Leadership Publisher, AbeBooks.com

Commonly used assessments for Creativity

GT Regulation: Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration and flexibility of thought. Documented evidence of creative thinking ability also may include:

1. creative writing samples
2. high scores on tests of creative ability (Williams or Torrance, etc.)
3. behavioral checklists or observations specific to creative behavior
4. observation of original ideas, products or problem-solving

- Creativity Assessment Packet (CAP)

This Frank Williams Creativity Test measures the cognitive thought factors of fluency, flexibility, elaboration, originality, vocabulary and comprehension. Ages 6-18.

PRO-ED, www.proedinc.com

- Torrance Tests of Creative Thinking- Figural (TTCT-F)

Identifies and evaluates creative potential and measure creative thinking. Ages: Kindergarten to adult.

Scholastic Testing Service, Inc. www.ststesting.com

- Torrance Tests of Creative Thinking- Verbal

Identifies and evaluates creative potential and measure creative thinking. Ages: First Grader to adult.

Scholastic Testing Service, Inc. www.ststesting.com

Commonly Used Assessments for Visual & Performing Arts

GT Regulation: Visual and performing arts talent shall be determined through evidence of performance, which may include auditions, letters of recommendations or product/ portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:

1. Awards or critiques of performance; or
2. Portfolio of visual or performing arts ability.

- Primary Measures of Music. Audiation. Ages K-3.

- Intermediate Measures of Music. Audiation. Grades 1-6. Author: Edwin E. Gordon. Two aptitude tests designed to diagnose and measure music potential. Grades K – 6. GIA Publications, Inc. www.giamusic.com/scstore/P-musicaudiation.html

Commonly used Scales in GT Education (this must not be used for 9th stanine test score)

- Gifted and Talented Evaluation Scales (GATES)
A norm-referenced instrument that assesses the characteristics, skills and talents of GT students. Ages 5 to 18.
PRO-ED, Inc. www.proedinc.com
- GT Evaluation Scale, Second Edition (GES-2)
Designed to help identify GT students. Grades K to 12.
Hawthorne Educational Services, Inc. www.hesinc.com/hes.cgi
- GT Rating Scales
Norm-referenced rating scales designed to assess observable student behaviors indicating giftedness. Grades K-8.
Harcourt Assessment Inc. www.harcourtassessment.com
- Iowa Acceleration Scale (2nd Edition, Complete Kit)
A Guide for Whole-Grade Acceleration. Grades K-8.
Great Potential Press <http://www.GTbooks.com/productdetails.asp?id=92and>
- Scales for Identifying GT Students (SIGS)
This standardized, norm-referenced instrument is completed by teachers or parents and provides a method for identifying GT children. Ages 5 to 18
PRO-ED, Inc. www.proedinc.com
- Scales for Rating the Behavioral Characteristics of Superior Students
Designed to aid teachers in the identification of GT children. Grades K-12.
Creative Learning Press, Inc. www.creativelearningpress.com

Additional Testing Links

- National Association for GT Children (NAGC):
<https://www.nagc.org/resources-publications/GT-education-practices/identification/tests- assessments>
- American Psychological Association (APA):
www.apa.org/science/testing.html
- Buros Mental Measurements Yearbook:
<http://buros.unl.edu/buros/jsp/search.jsp>
- Educational Testing Service's database:
www.ets.org/testcoll
- Hoagies GT Testing & Assessment:
<http://www.hoagiesGT.org/tests.htm#sb>
<http://www.hoagiesGT.org/testing.htm>
- Additional Music testing from GIA Publications, Inc.
- For measuring music potential and testing acquired knowledge:
http://www.giamusic.com/music_education/Music-Testing.html
- How to Write a Test for both Creativity and Knowledge:
<http://www.goshen.edu/~marvinpb/arted/testing/drawtest.html>

The tests and publishers included in this list do not necessarily reflect the policy or viewpoint of the Kentucky Department of Education, nor does the mention of a particular organization or product imply endorsement or compliance with educational regulations for GT and/or assessment.

Evidence Guidelines

Each identification should include the following in an easily accessible format. Many districts choose to utilize individual student folders to collect documentation. Some districts have digital folders that are used for evidence collection.

For EACH identification area:

- Three (3) pieces of evidence that support the area of identification and are listed in the regulation.
 - Note- for General Intellectual Ability and Specific Academic Aptitude Area(s), identification must have a score report indicating the score is within the 9th stanine on a nationally norm-referenced assessment. The only time a child may be identified without the 9th stanine assessment score would be if he/she meets the criteria for special considerations.
- A Gifted Student Service Plan (GSSP) is required for each child annually in the areas of identification. Example: If a child is identified in math, science and art, he/she should have a GSSP reflecting identifications and services for each area of identification.
- A progress report for each semester of identification must be created for each child each semester.
- Each child must have documentation of the collection of interests, needs and abilities to inform services.
- Each identification area must have services identified that can be supported with evidence of implementation if requested

Special Considerations

When reviewing identification evidences, the Selection and Placement committee may be reviewing a student who does not meet some of the qualifying criteria. For example, there may be students who do not have a 9th stanine score or 96 percentile or above. If the committee has data to support that the student's giftedness is being masked by the reasons below, the student does not have to have a 9th stanine score. It is highly suggested the district have a process in place for identifying student using special considerations.

- Disadvantaged– economic or cultural
- Special education
- Underachieving